



James Island Charter High

1000 Fort Johnson Road
Charleston, SC 29412

Grades	9-12 High School	
Enrollment	1,498 Students	
Principal	Robert E. Bohnstengel	843-762-2754
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good
2007	Good	Below Average
2006	Good	At-Risk
2005	Excellent	Good
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	7	10	0	0

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	87.1	86.6	89.0	82.2	83.0	85.8
Passed 1 subtest (%)	6.2	6.8	5.1	9.0	10.6	8.0
Passed no subtests (%)	6.7	6.6	5.9	9.7	7.2	6.2

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	96.5%	95.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	340	389
Number of Diplomas	286	302
Rate	84.1%	77.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	89.5	77.3
English 1	81.3	71.2
Physical Science	78.8	61.8
All Tests	82.6	70.0

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,498)				
Retention rate	8.0%	Down from 9.9%	5.6%	6.1%
Attendance rate	94.6%	Down from 95.2%	95.4%	95.0%
Eligible for gifted and talented	0.0%	No Change	14.2%	8.3%
With disabilities other than speech	9.1%	Up from 8.8%	10.1%	13.0%
Older than usual for grade	10.6%	Up from 5.0%	7.0%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.5%	Down from 5.7%	1.5%	1.5%
Enrolled in AP/IB programs	12.4%	Down from 16.1%	18.5%	11.4%
Successful on AP/IB exams	74.4%	N/A	62.9%	54.3%
Eligible for LIFE Scholarship	29.8%	Down from 29.9%	33.8%	30.5%
Annual dropout rate	1.3%	Down from 2.1%	3.3%	3.5%
Career/technology students in co-curricular organizations	6.4%	Down from 8.0%	3.3%	3.1%
Enrollment in career/technology courses	957	Up from 948	939	559
Students participating in work-based experiences	27.3%	Up from 18.9%	11.3%	10.6%
Career/technology students attaining technical skills	80.2%	Up from 78.2%	80.6%	79.6%
Career/technology completers placed	99.0%	Up from 98.9%	99.2%	98.5%
Teachers (n=116)				
Teachers with advanced degrees	69.0%	Up from 68.1%	58.6%	57.4%
Continuing contract teachers	80.2%	Up from 76.5%	71.8%	69.6%
Teachers with emergency or provisional certificates	5.7%	Down from 9.3%	6.3%	8.7%
Teachers returning from previous year	87.3%	Up from 85.1%	86.6%	85.0%
Teacher attendance rate	95.2%	Down from 95.5%	95.5%	95.4%
Average teacher salary	\$45,247	Up 5.5%	\$46,839	\$46,061
Professional development days/teacher	7.7 days	Up from 7.1 days	9.4 days	11.4 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 22.6 to 1	28.0 to 1	25.4 to 1
Prime instructional time	88.8%	Down from 90.1%	89.4%	89.1%
Dollars spent per pupil*	\$9,758	Up 25.3%	\$6,350	\$7,279
Percent of expenditures for teacher salaries*	51.2%	Down from 56.0%	57.7%	55.3%
Percent of expenditures for instruction*	62.0%	Down from 64.0%	62.2%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	97.3%	Down from 97.4%	96.0%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	Average	N/A	Good	Good
Classical Language Program Assessment	Average	N/A	Average	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	317	96.5%	1196	82.6%	340	84.1%	No
Gender							
Male	175	95.4%	610	85.6%	181	80.1%	N/A
Female	142	97.9%	586	79.5%	159	88.7%	N/A
Racial/Ethnic Group							
White	215	99.1%	749	89.2%	235	85.5%	N/A
African American	95	90.5%	393	71.8%	99	79.8%	N/A
Asian/Pacific Islander	N/A	N/A	12	83.3%	N/A	N/A	N/A
Hispanic	N/A	N/A	35	77.1%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	26	61.5%	77	67.5%	31	67.7%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	13	53.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	66	90.9%	371	70.9%	74	77.0%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The philosophy of James Island Charter High School is based on the fundamental belief that the school provides an environment for intellectual, social, and physical development of the student. JICHHS values diversity, and our goal is to educate each student to learn and live productively as a critically-thinking, responsible citizen by providing academically challenging instructional programs taught by a highly-qualified and diverse staff.

Our charter status has allowed us to expand our curriculum and staffing to provide additional educational opportunities. To this end, the JICHHS Board of Directors authorized innovative programs such as the "We Care Alternative Program", After School and Saturday Review Sessions for End-of-Course and HSAP Exams, SAT preparation courses for Juniors and Seniors, and a new Industrial Technology shop. JICHHS continues to be a fully-accredited school through The Southern Association of Colleges and Schools (SACS) and the S.C. State Department of Education. Our school also received certification for Project Lead the Way. JICHHS provides a relevant multilevel program of study and activities that enable the student to develop social, political, and economic competence. JICHHS is dedicated to the development of the whole student through effective teaching strategies, discipline, extra-curricular activities, and recognition of excellence in academics. JICHHS continues to have the only International Baccalaureate Program in the Charleston County School District.

The faculty and staff recognize the diversity of student interests, abilities, and aptitudes and accept the challenge of providing a meaningful educational experience for all students. Through the efforts of an effective, caring, innovative staff in partnership with the home and community, JICHHS continues to encourage each pupil to develop to his or her fullest potential by providing relevant studies and activities in an inviting physical setting.

Our school is a community where people offer strength and support to each other. It is a community that offers personal growth and a good place to learn and work. Your support will assist the school in making improvements and sustaining a closer working relationship with the community it serves.

Robert E. Bohnstengel, Principal
Rusty Thomas, President, JICHHS Board of Directors

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	128	261	49
Percent satisfied with learning environment	85.9%	72.6%	85.4%
Percent satisfied with social and physical environment	93.8%	77.4%	66.7%
Percent satisfied with school-home relations	74.2%	83.8%	69.6%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress	NO
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This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.5%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	374	99.7	7.2	22.9	37.2	32.8	76	70.7	69.7	Yes	Yes
Male	185	99.5	9.6	22.5	39.3	28.7	72.5	66.6	64.6	N/A	N/A
Female	189	100	4.9	23.2	35.1	36.8	79.5	74.8	74.8	N/A	N/A
White	231	100	1.8	15.2	37.9	45.1	88.4	90.1	81.7	Yes	Yes
African American	129	99.2	14.4	37.6	36.8	11.2	56	54.7	53.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84.2	83.1	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	60.2	59.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	39	100	41	33.3	23.1	2.6	28.2	26.5	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	50.8	47.3	I/S	I/S
Subsized meals	113	99.1	14.7	44	27.5	13.8	49.5	52.3	55.1	No	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)											
All Students	374	99.7	10.2	25.9	35.3	28.7	75.2	66.9	67.2	Yes	Yes
Male	185	99.5	11.8	27	34.3	27	75.3	67.2	66.3	N/A	N/A
Female	189	100	8.6	24.9	36.2	30.3	75.1	66.7	68	N/A	N/A
White	231	100	3.6	17.4	38.4	40.6	88.4	88.6	79.6	Yes	Yes
African American	129	99.2	20.8	42.4	29.6	7.2	52	48.8	49.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87.7	88.9	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	57.8	60	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	39	100	48.7	20.5	28.2	2.6	43.6	25.4	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	57.4	54.9	I/S	I/S
Subsized meals	113	99.1	22.9	40.4	28.4	8.3	49.5	47.9	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)											
All Students	444	96.2	36.3	22.5	14.6	22.7	37.4	N/A	N/A	N/A	N/A
Male	222	95.9	31.5	21.2	16.7	26.6	43.2	N/A	N/A	N/A	N/A
Female	222	96.4	41.0	23.9	12.6	18.9	31.5	N/A	N/A	N/A	N/A
White	287	96.5	30.3	20.2	18.8	27.2	46.0	N/A	N/A	N/A	N/A
African American	135	95.6	46.7	30.4	6.7	11.9	18.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	14	100.0	57.1	7.1	14.3	21.4	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	32	87.5	53.1	18.8	9.4	6.3	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	124	95.2	54.0	24.2	9.7	7.3	16.9	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	383	99.7	7.5	20.9	34.0	37.7	80.2	73.8	70.7
	2008	374	99.7	7.2	22.9	37.2	32.8	76	70.7	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	383	99.5	12.1	27.3	31.9	28.7	71.0	63.6	62.2
	2008	374	99.7	10.2	25.9	35.3	28.7	75.2	66.9	67.2

Abbreviations for Missing Data